

Volume V Edition II

November 2008

USOE



Request for Proposals

2009/2010 Discretionary Personnel Preparation Grants Application Information now available. The Special Education Section of the State Office of Education is requesting a letter of intent for proposed discretionary projects. This will assist us in addressing our most critical personnel preparation priorities in the upcoming year.

Letters of Intent are due on December 1, 2008.

Full Grant proposals are due January 16, 2009.

Personnel Preparation: The purpose of this priority is to support projects that will improve and/or develop programs that provide personnel preparation for special education teachers and related servers to enhance the supply of highly qualified and highly skilled personnel serving Utah's students with disabilities.

Access to the General Curriculum:

- Math: 3-5 projects, total amount available = \$75,000
- Literacy: 20 projects, total amount available = \$100,000
- Autism: total amount available = \$50,000

You can download a packet of information at http://www.schools.utah.gov/sars/data/ applications.htm



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UPIPS Year 1 LEAs: Off-site data is due by December 1, 2008.

Call for Paraprofessional Representation

The Utah Paraprofessional Consortium was organized to promote paraprofessionals. We feel that well-trained paraprofessionals are valuable assets as they support certificated professionals. It is important for supervisors, administrators, and institutions of higher learning to support paraprofessionals by providing training, support and appropriate supervision.

However, it is also important for paraprofessionals to be involved in self improvement and to advocate for themselves.

At the present time, we have only one paraprofessional represented in our monthly meetings. As an administrator, you can help paraprofessionals have a voice by making it possible for one of your qualified paraprofessionals to attend our meetings. Paraprofessionals know their training needs and typically have a strong desire to build their skills so they can provide better service to the population they serve.

Our meetings occur approximately once a month for a couple of hours. You can identify a competent, well informed paraprofessional and ask them to attend our meetings. It would be a minimal expense to you. With proper plan-

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Excellence: High performing students taught by highly skilled and highly prepared teachers within a high performing system.

Susan's Transition Tidbits

As more and more emphasis is being placed on developing community based transition programs, LEA staffs are asking questions about paid employment for students with disabilities.

As a preface to this discussion, please keep in mind that there are no IDEA or state requirements for students to have <u>paid</u> work experiences as a transition service under an IEP.

According to Federal child labor laws, 14 and 15 year old minors may not work more than 3 hours on a school day. Under Utah state law minors under the age of 16 may work 4 hours on a school day. As Federal law "trumps" state law, employers (and therefore LEAs) must follow Federal law.

In addition, youth 14 and 15 years of age can work in non-hazardous occupations such as retail stores, restaurants, fast food, service stations, lawn care, janitorial, and other occupations determined not harmful by the Utah Labor Commission. It is the responsibility of the employer to determine that the work being done is not in violation of the Utah labor laws.

Students must be paid at least the state minimum wage, unless the employer obtains an authorizing certificate from the Wage and Hour Division of the Department of Labor (www.dol.gov/elaws/faq/ esa/flsa/003.htm) which allows fulltime students, workers with disabilities, and participants in certain approved student-learner programs to be paid less than the minimum wage.

Carol Lear, the Director of the School Law and Legislation Section at the USOE, strongly recommends that if students will be participating in community-based paid employment, that the independent employer pay the student directly. If your program uses special education or general education LEA funds to pay a student for work that does not directly benefit the LEA, you should contact your local Business Administrator. You will need to ensure that you are complying with all State and Federal withholding requirements, Fair Labor Standards Act requirements regarding child labor, employer liability requirements, and accepted accounting practices.

For more information, please refer to the U.S. Department of Labor at www.dol.gov, the Utah Labor Commission at

<u>www.laborcommission.utah.gov</u> or your local Business Administrator.



Wendy Carver Speaks Out on Assessment

Items for Utah's Alternate Assessment (UAA) should have been chosen by the end of October for use in the spring of 2009. Students in grades 1st through 12th grade are assessed on the UAA in language arts and math. Students in grades 4th through 12th grade are assessed on the UAA in science.

The UAA has not changed so the materials you have used in the past will continue to be used this year.

Contact Wendy Carver at wendy.carver@schools.utah.gov with questions pertaining to the UAA.



Call for Paraprofessional Representation

(Continued from page 1)

ning, it could be done without creating a problem for the program or teacher the paraprofessional is serving. This could be made a small part of their work assignment.

You would benefit from their participation as they provide valuable feedback and help as we work to provide support and training opportunities to paraprofessionals.

If you feel you have a paraprofessional that would be a good member of our consortium, please contact Marilyn Likins at marilyn@nrcpara.org or Diana Fillmore

dfillmore@graniteschools.org.

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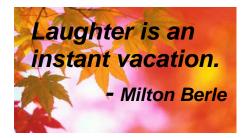
Janet Gibbs' Rtl Corner

Response to Intervention Models Part 1(adapted from Response to Intervention Models, Cara Shores, Sept.08)

One of the tasks that a school/ LEA must do when implementing RTI is to determine what model is to be used for the process.

One model that schools may look at is the Standard Protocol model; which has been researched thoroughly as a framework for early intervention. This model provides standard interventions which are chosen to address the most common student reading, math and/or written language weaknesses and readily available to all students when a weakness is identified.

A school still needs to conduct



school wide screening and examine the data to determine the most significant areas of weakness in reading, math and/or written language. The screening may identify a grade which has the most significant deficit such as a high number of third graders may be struggling with fluency.

After identifying the deficit, a school should then choose one or two research-based interventions that target the identified skill deficit. Identified students should receive instruction identified as Tier 2 instruction. Small groups would receive instruction 2 or 3 times a week at 20-40 minutes in addition to core instruction. This additional instruction would be provided in small groups by a trained instructor in the specific program or strategy. All the components of a response to intervention process are important in a standard protocol method; i.e. school wide screening, instructional decisions

based on data, progress monitoring.

The advantages and disadvantages of using a standard protocol model as a structural framework for RTI will be shared in the December SASSIE News.



Monitoring: The new UPIPS-SRR program is available for download at http://www.monitoring.sdl.usu.edu/UPIPs/. Please do not use previous versions of the program.

Traumatic Brain Injury (TBI)

PowerPoints of Karen McAvoy's presentation on TBI/RTI and transition from the Oct 9 & 10 Family & Profession Conference on Brain Injury are now available at http://www.schools.utah.gov/sars/inforesource/conferences.htm or http://www.schools.utah.gov/sars/updates.htm

There is now a Traumatic Brain Injury Technical Assistance Center

(TBITAC) site. Please take time to visit and use as a resource

http://tbitac.nashia.org/tbics/

An informational flyer on Mild Brain Injuries is now available through school counselors and at http://www.schools.utah.gov/sars/inforesources/tbi.htm

There are two flyers: one is directed towards parents and one is directed towards general education

teachers.

The title is "When is a bump more than a bump?" The flyer explains a mild brain injury (aka sports injury) and the characteristics. The flyer provides parents and teacher's valuable information on this under diagnosed and under identified BI. The flyer is also in Spanish.

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Upcoming Events

November 18, 2008

Transition Roundtable.
The topic will be:
"Increasing student selfdetermination skills." The
roundtable will be held at
the Iron County School
District, Room A, 2077 W
royal Hunte Dr. Cedar
City, UT. (Lunch will be
served.) Registration will
be on-line in October.
Contact Becky Lewis,
801-538-7874 or rebecca.lewis@schools.

utah.gov

November 19 2008

Transition Roundtable.
The topic will be:
"Increasing student selfdetermination skills." The
roundtable will be held at
the Jones Center, Heritage Room, 382 E 3605 S,
SLC, UT. (Lunch will be
served.) Registration will
be on-line in October.
Contact Becky Lewis,
801-538-7874 or rebecca.lewis@schools.

utah.gov

December 1, 2008UPIPS Year 1 LEAs
off-site date is due.

November 21, 2008

RTI for Behavior, Part I 11:00—3:00 p.m. Jones Center 382 E 3605 S, SLC UT. RSVP to: sheri.johnson@schools. utah.gov

December 2, 2008 *Teachers of Students*

with Significant Disabilities

Our Focus Group will meet December 2, 2008

at the USOE from 10:00-2:00pm. We will have some new curriculum news, and some information on video modeling.

Every one will receive the book <u>The Last Lecture</u> which we will discuss together, and much more. See you there!

December 3, 2008

Access to the standards in K-12 mathematics WEBINAR opportunity.

This webinar will be covering the role of special education and general education in providing all students with access to the standards in K-12 mathematics. Please go to the following link for additional information http://

www.inclusiveschools.org/Events Registration.

December 5, 2008

Teachers of the Blind & Visually Impaired State Roundtable 2008-2009 There will only be one roundtable this year. It will be at the Hilda B. Jones Center from 1:00-5:00pm. We will be hearing about creative computer skills in the classroom, RtI, Data Management, and math curriculum.

It will be a "rock'n" time.

Don't miss it!
Registration will be online
November 1, 2008 at
www.updc.org See the
flyer included in your
binder.

December 16, 2008

S.M.A.R.T

(Significant Mentoring and

Access to Resources Taskforce)

The second meeting of the SMART group

will be December 16, 2008. We will be

discussing continued concerns from the

significant teachers and "experts" in the

field. Our goal is to make access to

appropriate curriculum for students with

significant needs more readily available.

January 9, 2008

New Directors' Meeting
Time and Place TBD

February, 2009

49th International Learning Disabilities Conference. Volunteers are needed for the 49th International Learning Disabilities Conference being held in Salt Lake City, Utah.

For information regarding volunteering please contact Gaylia @ 801-446-0377 See flyer in folder for additional information.

February 11-13, 2009

UAAACT Conference

March 5-6, 2009

USHA Conference

March 20, 2009

Recruitment Fair & District Showcase

6:00 p.m. to 8:30 p.m. Murray High School 5440 S State, Murray UT Showcase your district, impress potential employees, make student contacts.

Registration due: March 6, 2009. Contact: Steve Hirase shirase@murrayschools.org

April 24 & 25, 2009

Educational Interpreter Performance Assessment Testing (EIPA) School Year 2008-2009. Testing will be held twice in Utah. To register for EIPA, go to

www.rrfcnetwork.org/mprrc/ ask12 Click on EIPA Registration and follow the directions. See the flyer included in your binder. Note: Registration closes 30 days prior to the testing date.



Web-based Estimator

The committee has a webbased system ready and will be piloted in Jordan School District in December. At the February USEAM meeting, a presentation will be made to all LEAs about the system.

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